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ABSTRACT

This state plan for education of gifted/talented students in Texas offers a rationale and goal, and defines the roles of the Texas Education Agency and the regional education service centers in supporting local district services for gifted students. The plan also contains suggested guidelines for use by local district personnel in the development of programs for the gifted that meet state requirements. These guidelines deal with evaluation and planning, student identification, program organization, curriculum development, staff development, and parent/community involvement. Appendixes contain: (1) critical indicators of quality performance; (2) checklists for program planning and improvement; (3) procedures for identifying students; (4) student selection criteria; (5) preschool/primary program designs; (6) curriculum development principles; (7) student objectives; (8) advanced placement and education guidelines; (9) criteria for selection of materials; (10) staff development planning information; (11) teacher competencies; and (12) suggestions for organizing a local association of parents and educators for the gifted/talented. The document also contains a glossary, a list of five references, and a 29-item bibliography. (JDD)

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THE
TEXAS
STATE
PLAN
AND
GUIDELINES
FOR THE
EDUCATION
OF THE
GIFTED/TALENTED

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Texas Education Agency
Austin, Texas

1991

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THE TEXAS STATE PLAN AND GUIDELINES FOR THE EDUCATION OF THE GIFTED/TALENTED

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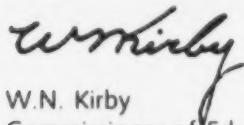
FOREWORD

In 1981, the State Board of Education approved *The Texas State Plan and Guidelines for the Education of the Gifted/Talented*. Since that time, major changes have occurred in almost every facet of our educational system. One of those changes was the implementation in 1990 of a statewide mandate for the education of gifted students. This new plan, adopted by the State Board of Education in September 1990, reflects both the changes of the past ten years and the promise of the future.

This document is divided into two parts. The first section, comprising the state plan, defines the roles of the Texas Education Agency and the regional education service centers in supporting local district services for gifted students. The second section contains guidelines that are suggested for use by local district personnel in the development of their programs for the gifted. Districts that follow these guidelines will not only be complying with State Board rules found in 19 TAC, Chapter 89, Subchapter C, but also will be implementing exemplary programs that assure quality services to gifted students.

Texas faces many challenges in the years ahead. Success in meeting those challenges can be achieved only if all Texas students are educated to their maximum capabilities. It is hoped that this state plan and accompanying guidelines will assist districts in meeting their obligation to the gifted in much the same way that they have been addressing the needs of other special populations.

The development of this plan and guidelines was a group effort, with input coming from local district educators, regional education service center personnel, and from the general public. The commitment of these dedicated individuals will make it possible for the public schools of Texas to plan and maintain programs that meet the needs of these special students.



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INTRODUCTION

The first state plan for gifted education in Texas was adopted by the State Board of Education in 1975. A second plan, *The Texas State Plan and Guidelines for the Education of the Gifted/Talented*, was approved by the State Board in 1981. The second plan was designed to encourage statewide program development and included not only a goal and objective for the state but also program principles and criteria considered essential for achieving excellence in district programs for the gifted. When the 1981 plan went into effect, only a very limited number of districts, approximately 166, had developed some level of program services for gifted students. At that time, there were no essential elements, no statewide testing, and no requirements for subject matter courses. Since the early nineteen eighties, educational reform has changed the entire scope of public schools and caused educators to raise their expectations of what is possible for all students in Texas. As part of this effort, beginning with the 1990-91 school year, all districts must identify and serve gifted students at all grade levels, kindergarten through grade 12 (Section 21.652, Texas Education Code).

This state plan, first adopted in 1981, has been updated by the Texas Education Agency to assist public schools in meeting the legislative mandate and in implementing effective programs. As the decade of the nineties proceeds, the emphasis on initial program development will shift rapidly to concern for program improvement. The updated state goal, responsibilities of the agencies involved, and program guidelines in this 1990 revision of the state plan all give guidance to districts in providing quality education for the gifted. The plan is designed to incorporate the latest research in the field of gifted education and to allow the greatest possible flexibility for local school districts. As the plan was revised, districts, other agencies, and organizations were consulted for their input and suggestions for clarification and improvement.

**THE TEXAS STATE PLAN
FOR THE EDUCATION OF
THE GIFTED/TALENTED**

RATIONALE

As Texas public schools prepare to enter the 21st century, professional educators are setting goals reflecting the highest possible expectations for all children in the state. The philosophy of the State Board of Education relating to curriculum, as stated in Chapter 75.1 of the Texas Administrative Code, reads, "Public elementary and secondary education is responsible for providing each student with the development of personal knowledge, skill, and competence to maximum capacity (The Agency, 1988R, 3)." Districts must develop their educational programs to ensure that appropriate curriculum and learning opportunities are in alignment with the needs, interests, and abilities of all students.

Each district serves a unique population; therefore, variations in the regular program exist from district to district. However, each district, regardless of its size, its wealth, its staff, and its student body has a substantial number of students who have not reached their maximum potential. Included in this group are the gifted who may also be considered at-risk. To ensure appropriate learning opportunities that will foster maximum mental, physical, and emotional development, specialized program services that impact the regular curriculum are essential. It is the district's responsibility to provide such services for gifted students just as they are needed for other students in the district.

The percentage of students who require differentiated programs varies from district to district. Funding to assist districts with their gifted programs is available for up to five percent of the district's average daily attendance. However, should a district determine that more than five percent will benefit from the services offered in the gifted program, they should include those students in the program. This method of funding is common among the states that do not have specific identification cut-off scores required by their legislation.

The Texas Legislature has mandated that every district will have provisions for gifted students kindergarten through grade 12 by 1990-91 (Section 21.652, Texas Education Code). The quality of such programs is determined by the local district. The state guidelines are designed to assist districts in developing, implementing, and maintaining effective services for gifted students. Adherence to the guidelines will promote excellence in the gifted program and provide gifted students with the opportunity to reach their maximum potential. In turn, the total district program will benefit.

STATE GOAL, ROLES, AND RESPONSIBILITIES

Texas has long been committed to the idea of encouraging the best that is possible for each child. Assuring that each child reaches his or her maximum potential is the goal of every program implemented in our public schools. The State Board reiterates this commitment in its updated *Long Range Plan of the State Board of Education for Texas Public School Education*. Goal 2 of that plan expresses support for programs that assist students in reaching their highest achievement level. Additionally, Objective 2.9 of this goal states that all school districts will "provide enriched and advanced curricula for gifted and talented students (The Agency, n.d.)."

GOAL FOR GIFTED EDUCATION

In accepting the challenge expressed in the Long-Range Plan of the State Board, the Texas Education Agency establishes the following long-range, statewide goal for gifted/talented (G/T) education:

To identify all students with exceptional ability or the potential for exceptional ability in one or more of the following areas: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, and/or leadership ability; and to provide them with planned programs that are offered by professionals trained in gifted education.

ROLES AND RESPONSIBILITIES

TEXAS EDUCATION AGENCY

The Texas Education Agency is committed to assisting districts in their efforts to serve gifted students appropriately. To assure that leadership and guidance are offered, the Agency will emphasize several of the goals included in the updated *Long Range Plan of the State Board of Education for Texas Public School Education* (The Agency, n.d.). The appropriate goals are included in parentheses for actions listed below. The Texas Education Agency will:

1. implement any state and/or federal legislation designed to provide educational opportunities for gifted/talented students.
2. develop materials designed to assist districts in the identification of gifted students and the early identification of students in special population groups such as the culturally different, the economically disadvantaged, and the handicapped (Goal 1: Student Learning).
3. develop materials on differentiation of curriculum for gifted students (Goal 2: Curriculum and Programs).
4. offer staff development opportunities that enable local district educators to strengthen their competencies in planning and implementing programs for the gifted (Goal 3: Personnel).

5. cooperate with institutions of higher education in planning undergraduate, graduate, and endorsement training programs for teachers of the gifted (Goal 3: Personnel).
6. coordinate services in the area of gifted education with institutions of higher education and other interested educational associations and support groups (Goal 4: Organization and Management).
7. encourage active participation of parents in school district and statewide programs for gifted students (Goal 6: Parent Responsibility).
8. work on building partnerships with business and industry to provide additional opportunities for gifted students (Goal 7: Community and Business Partnerships).
9. work with institutions of higher education or districts and develop demonstration programs that further research in the field of gifted education (Goal 8: Research, Development, and Evaluation).
10. provide information on evaluation results, developments, and achievements in the field of gifted education to all interested parties (Goal 9: Communications).

REGIONAL EDUCATION SERVICE CENTERS

The system of education service centers throughout Texas will support the efforts of the Texas Education Agency in assisting local school districts in the development of their programs for gifted students. In the field of gifted education, the 20 regional education service centers will continue to:

- appoint a contact person to plan, coordinate, and evaluate regional education service center services in the area of gifted education.
- develop appropriate staff development opportunities based on annually-conducted needs assessments.
- provide ongoing technical assistance to school districts including providing resource materials to districts on program planning and improvement.
- develop, as needed, cooperative projects that serve as support to local district programs for the gifted.
- work with other agencies or organizations in the region to strengthen support services to gifted students.

LOCAL SCHOOL DISTRICTS

The requirements with which local districts comply in order to meet the state mandate are included in Chapter 89, Subchapter C of the Texas Administrative Code. The guidelines presented on the following pages are suggested to assist districts in meeting those requirements.

**GUIDELINES FOR
GIFTED/TALENTED PROGRAMS:
PRINCIPLES AND CRITERIA FOR
PROGRAM DEVELOPMENT**

EVALUATION AND PLANNING

Ongoing planning is required if programs for gifted/talented students are to be successful. Once program services are implemented, planning is based on evaluation data that have been collected. These data are reviewed by the program coordinator as well as others in the district and provide the basis for recommendations for future program direction.

The evaluation design is developed in order to determine to what extent the goals and objectives of the gifted/talented program are being accomplished. It focuses on two major areas: student outcomes as indicated in the student objectives and program administration as indicated in the program objectives. Evaluation procedures are comprehensive, ongoing, and developed by persons involved in program planning and implementation.

It will not be necessary to evaluate all aspects of the program each year, and part of evaluation planning includes a determination of which features will be evaluated. Since the relationship of the gifted/talented program to the total educational program of the school or district is so important, the attitudes and ideas of parents, community members, students, and school personnel should be included as part of the evaluation procedures. A comprehensive evaluation of the program should be undertaken at least once every five years, and more often during the early stages of program implementation.

Modifications in the program design inevitably will be needed and should not be viewed as indications of failure but rather as necessary to assure program strength and growth. Evaluation information should be available to persons involved in developing and implementing the program as well as board members, parents, and other interested members of the community.

PRINCIPLES AND CRITERIA FOR EVALUATION AND PLANNING

PRINCIPLE I: *Evaluation of the gifted/talented program is a continuous process.*

Criteria

- 1.1 All elements of the program are evaluated periodically.
- 1.2 A committee oversees development of an evaluation design that provides information on selected facets of the program and measures their effectiveness in relation to student growth.
- 1.3 Evaluation procedures are considered in program planning.
- 1.4 Persons involved in planning and implementing the program also are involved in the evaluation process.
- 1.5 Evaluation information is shared with persons such as teachers, counselors, administrators, students, local board members, parents, and community members.

PRINCIPLE II: *Evaluation of the gifted/talented program determines the attainment of student objectives.*

Criteria

- 2.1 Student goals are clearly stated prior to program implementation.
- 2.2 Student objectives and activities are formulated to meet those goals, and evaluation activities are appropriate for measuring student outcomes.
- 2.3 Student progress is documented by using a variety of methods that may include the following:
 - student self-evaluations
 - student and parent interviews or questionnaires
 - teacher observations
 - peer evaluations
 - observations of student behavior
 - attitude checklists
 - student products
 - community interviews or questionnaires
 - comments or statements from mentors or experts in the area of student talent
 - criterion-referenced tests
 - standardized tests.

- 2.4 Conclusions about the effectiveness of student objectives are drawn from data collected on student progress.

PRINCIPLE III: *Evaluation of the gifted/talented program determines the effectiveness of program management.*

Criteria

- 3.1 Program or process objectives, with activities and responsibilities designated, are clearly stated in written form and address key program components such as: evaluation and planning, student identification, program organization, curriculum, staff development, and parent and community involvement.
- 3.2 Evaluation activities are planned to measure the effectiveness of program objectives. Documentation of accomplishment of program objectives includes such information as the following:
- lists of key program activities with dates of accomplishment
 - dates of staff orientation meetings, number and names of personnel attending, topics covered, interests expressed, and other records, minutes, and agenda of orientation meetings
 - records of staff development sessions and evaluation results
 - effectiveness of materials, supplies, and equipment purchased
 - measurement of changes in perception of program by staff, students, parents, and community.
- 3.3 Conclusions about strengths and weaknesses of the program are derived from collected data and disseminated to administrators, teachers, board members, and others as appropriate.
- 3.4 Recommendations for improving the program are based on evaluation results and are disseminated as appropriate.

PRINCIPLE IV: *Planning for program improvement is based on written assessments of district needs, study of evaluation results, and ongoing reviews of research in the field.*

Criteria

- 4.1 A committee reviews evaluation results in planning for program improvement.
- 4.2 The committee conducts assessments of district needs and analyzes the findings for use in program improvement.

- 4.3 The committee determines the effectiveness of program organizational patterns and notes recommendations about changes in program options on the basis of evaluation data.
- 4.4 The committee refines program goals and objectives on the basis of evaluation findings.
- 4.5 The committee studies recent trends in gifted/talented education and visits programs in other districts.
- 4.6 The committee develops written plans for program improvement and submits them to the local board for approval.
- 4.7 A representative of the committee serves on the district planning committee.
- 4.8 The committee, in conjunction with the school administration, compiles information on the gifted/talented program for dissemination to district staff, the local board, parents, and the community.

STUDENT IDENTIFICATION

The purpose of identification is to determine which students will benefit from the services provided in the program for gifted/talented students. To do this, the identification committee reviews the district's written, board-approved definition of giftedness, as well as the results of any general surveys of students' abilities, and then decides on the areas of giftedness to be served.

The identification process consists of three distinct steps:

- nomination of students for the program;
- screening of students nominated during which all pertinent information is gathered and prepared for committee review; and
- selection of students for whom the gifted program is the appropriate educational placement.

Data should be collected on students as quickly as possible after they enter school. Students are selected for the program based on multiple and specific criteria that are consistent with the area(s) of giftedness served in the program. A minimum of five criteria are reviewed for each student nominated for the program and these criteria **must** include both objective and subjective assessments.

When developing or reviewing the district's identification procedures, the following points should be considered:

- No single method or instrument adequately identifies intellectual giftedness because it is a multifaceted trait. More than one measure or assessment, therefore, is required during the identification process.
- It is essential to know what type of giftedness will be addressed in the program before the identification process begins because the abilities required to excel in one area of endeavor are not exactly the same as those required in another, although commonalities do exist.
- Under certain conditions, subjective information about students is a more appropriate basis for identification than objective information. It may be necessary to obtain the opinions of experts when subjective data such as student products and auditions are used as identification criteria.
- Consideration must be given to assure that the following groups have not been overlooked during the identification process:
 - racial, ethnic, or minority group students
 - culturally different
 - handicapped students
 - economically disadvantaged
 - students who do not take advantage of options because of gender stereotyping
 - students who display various types of classroom behavior such as disruptiveness, extreme shyness, excessively high energy levels, continuous questioning, intense anxiety, and short attention spans.
- The identification process includes the use of a committee that reviews data on those students who are nominated for the program. One of the committee's most important assignments is to use its professional judgment to determine which students who do not meet the established district criteria might benefit from the program.

- Just as multiple criteria are used to select students to participate in program services, multiple indicators are used to remove identified students from the program to which they have been assigned. Although grades often indicate high achievement, some students who excel in various areas receive poor grades throughout their school lives. It is imperative, therefore, to recognize that grades received by some students are not always indicative of their true abilities or potential and that, despite a low grade point average, the program for the gifted may still be the most appropriate educational placement for those students.

Young children can be identified for gifted programs. In some ways, identification at the kindergarten and first grade level is more defensible than at later grades because it generally relies on individual assessments rather than on standardized group test scores. To assure the most equitable procedures, a district studies its total population, selects developmentally appropriate instruments that are successful with that population, and provides a quality training program for educators in their kindergarten and primary schools so that their individualized assessments have greater validity. This training should not focus just on gifted education. Training in the major theories related to child development and its relationship to the identification process is an integral part of the inservice program. This approach improves the quality of education for all students as teachers become more adept at recognizing individual differences and similarities in students.

Ideally, all kindergarten youngsters are nominees for the gifted program. Their teachers can then assess their progress and products and make recommendations based on an understanding of what might be the expected student performance at a given age and stage of development. Districts should provide services by the second semester of kindergarten for those students who clearly qualify for program placement. The identification process is ongoing and additional students are added later in kindergarten or, for that matter, at any grade where a child's potential indicates that the program for the gifted is the appropriate educational placement.

Students identified for the program for the gifted represent all of the special populations in a district. This would include students such as the culturally or linguistically different, the economically disadvantaged, and the handicapped who can be overlooked. As much as possible, the population of the program for the gifted reflects the total district population. To assure that students of all racial and ethnic minorities are included in the program, it is important for the district to include professionals who can act as advocates for these students on the identification committee.

PRINCIPLES AND CRITERIA FOR STUDENT IDENTIFICATION

PRINCIPLE I: *The district definition of gifted/talented students and the identification process are established in writing and approved by the local board of trustees prior to the identification of students for the program.*

Criteria

- 1.1 Identification is based upon a local district definition of giftedness that is compatible with the state definition included in 19 TAC Chapter 89, Subchapter C.
- 1.2 The identification process is planned and conducted by a committee of professional educators involved in the program.
- 1.3 The identification process includes three stages: nomination, screening, and selection.
 - Nominations are solicited from a variety of sources.
 - Multiple criteria are reviewed on all students nominated for the program. No single criterion, such as an IQ score, achievement test score, teacher nomination, or grades, can be the determining factor in preventing further screening of students in the identification process.
 - Screening provisions assure the fair assessment of students with special needs such as the culturally different, the economically disadvantaged, and the handicapped. These provisions include, but are not limited to, advocates for special populations on the identification committee and appropriate testing facilities and instruments.
 - Final selection for placement in a program is made by a committee composed of at least three persons—an administrator, a teacher, and a counselor, psychologist, or diagnostician—who are knowledgeable of the needs and potential of gifted/talented students and familiar with the state guidelines.
- 1.4 Data collected on all students are reviewed by the identification committee before final selection is made. Based on a review of the information, the committee recommends placement for students whose data reflect that program placement is the most appropriate educational setting.
- 1.5 Data and procedures used during the identification process are designed to assure that the population of the program for gifted students reflects the population of the total district.
- 1.6 Identification procedures are clearly outlined, are available in written form, are explained to all concerned, and are approved by the district's board of trustees.

PRINCIPLE II: *Identification is based upon data from a minimum of five sources that include both objective and subjective measures.*

Criteria

- 2.1 Identification criteria are appropriate for and consistent with the areas of giftedness served.
- 2.2 At least five criteria are used for each area of giftedness addressed by the program. It is not necessary to have five different criteria for each area of ability because some criteria will be applicable to two or more areas.
- 2.3 Identification instruments are selected according to validity, reliability, cost effectiveness, and appropriateness for the population of the district.
- 2.4 Written permission of parents is secured for special testing if needed for screening or selection.
- 2.5 No criterion receives more weight than another in the selection of students. (For example, an achievement test score or a behavioral checklist score would carry as much weight as an IQ score.)
- 2.6 Participation in any program or service offered for gifted/talented students is voluntary on the part of the students and requires written permission of their parents or legal guardians.

PRINCIPLE III: *The identification process is ongoing and contains provisions for the transfer of students, possible errors in identification, and exiting from the program.*

Criteria

- 3.1 Identification is ongoing to allow for students to be placed in the program at any time it is determined to be the best placement for the student and to accommodate students not enrolled during the screening process.
- 3.2 Provisions for transfer students from outside or within the district are included in the written, board-approved identification procedures.
- 3.3 Provisions for errors in identification are included in the written, board-approved identification procedures.
- 3.4 Provisions are made for staff and parents to appeal identification decisions.
- 3.5 Once identified for a gifted program, the student is not re-identified in order to remain in the program.
- 3.6 Provisions for exiting students from the program are included in the written, board-approved identification procedures. The procedures allow for the final decision regarding exiting to be made after consultation with parents regarding the most appropriate educational placement for the student and may be based on educational, psychological, and personal reasons. Just as no single criterion such as an IQ score, teacher nomination, or grades can be the determining factor for selection, neither can it be for exiting.

PROGRAM ORGANIZATION

The philosophy and framework of a gifted/talented program are an outgrowth of and consistent with other programs in the district. This must be kept in mind despite the fact that gifted/talented programs often rely on organizational or administrative patterns that are markedly different from those used in other district programs.

Selection of appropriate organizational patterns, frequently called program prototypes, is an essential part of gifted/talented program planning. Program prototypes for the gifted/talented include three basic elements of enrichment: grouping, acceleration, and guidance. Most programs are composed of some combination of these elements. Sandra Kaplan (1974, 45) notes, "Each prototype should be reviewed in relationship to how it can be molded and varied to the advantage of the students and the program." There also must be enough flexibility within the program design so that changes can be made to address student needs more effectively.

The goals and student objectives of each program guide the choice of prototype. In any one district, several different prototypes may be developed for different sites or grade level ranges. Prototypes that work well at the elementary level may not be appropriate for secondary schools. When a district elects to change prototypes, it must ensure smooth articulation between grade levels. It is important to keep in mind that the gifted program is not isolated from the existing school curriculum, but is a logical extension of it. Program models that support this concept should be selected by district planners. When determining the program prototype, it also is important to consider the fiscal responsibility of the district. District personnel should realize that local support, despite some state or federal grants, is the primary and major source of funding. Also to be considered in deciding upon the prototype are staff strengths, available facilities, time constraints, and other unique local conditions.

The following listing provides information about different prototypes that may be used to meet the needs of gifted students.

Kindergarten and/or Primary Grade Talent Pool

This prototype allows for a larger pool of students to be served in the program for gifted students in grades kindergarten through grade two. Some educators fear that they will incorrectly "label" a child as gifted or non-gifted and prefer to wait until the child's school performance clearly indicates that the child has advanced abilities. The advantage of a talent pool is in providing an environment that is conducive to exhibiting behaviors that are characteristic of gifted children. Things to consider when planning this prototype are listed below.

- Students who clearly demonstrate giftedness are identified as gifted and served as a cluster group within the talent pool. Parents are notified and written permission is obtained for those students to participate.
- Additionally, most instruction in the gifted program is extended to potentially gifted students. Written permission of parents is not necessary for students to participate in the talent pool.

Cluster Grouping Within the Regular or Honors Class

This prototype implies that gifted students in a regular class will be working both individually and in a group with other gifted students during the class period. Teachers work with the students at various times in order to provide more advanced, in-depth instruction, plan group activities, develop student contracts, and to determine student progress. Things to consider when planning this prototype are listed below.

- Teachers may need training on successful management techniques that can be used when grouping students.
- Cluster groups may result in lost time if some type of product is not a part of the experience. It is important for the group to have an assignment or focus for its meetings.
- Cluster grouping offers students the opportunity to develop differentiated products that can be shared with the entire class.

Honors Classes Specifically for the Gifted

These honors classes replicate the course offering defined in Chapter 75, but offer curriculum that has been differentiated to meet the academic needs of gifted students. They tend to be more student-directed than typical honors classes—rather than emphasizing the lecture format, teachers may assign reading, offer overview material, and have student products (debates, round table discussions, and role playing simulations are examples) as the major vehicles for sharing information. Resources include a variety of options and tend not to rely entirely on the course textbook for instruction. The following should be considered when employing this format.

- This prototype is most successful if it is built onto an already existing honors program. If the program for the gifted is the honors program, public relations problems can exist.
- When assigning grade points to this class, it is suggested that districts offer no more points than they would a regular honors class. The course is not designed to offer more-of-the-same that is offered in a traditional honors class, but is differentiated to meet specific learner needs.
- Smaller districts may employ this model by offering it as a *multi-aged grouping course*. Students, as an example, in grades 9-12, might be grouped together in social studies, one year taking world history, the next U.S. history, and so on.

Resource Rooms

Resource rooms frequently serve an entire district's population of gifted students. Generally, this prototype employs a full-time staff member who works with the gifted, either individually or in groups, on study projects that usually are tied to specific student(s) interest. When the time that students visit the resource room is a regular part of their weekly schedule, this prototype is similar to a *pullout program*. In other situations, students attend as the need develops throughout the year. It is important to be sure that resource room or pullout teachers have good communication with the students' regular classroom teachers. This prototype works best if it is coordinated with the students' total program.

Mentoring Programs

Mentorships generally involve an extended professional relationship between a community member and a student. The purpose of the arrangement is to allow the student to gain first-hand experience of a particular career of interest to him/her. Generally, the mentorship is tied to an independent study

course so that the student may receive state approved credit. This model offers focused career preparation that assists the student in determining if he or she wishes to pursue the profession in later years. It is important to remember certain points when planning and implementing a mentorship program.

- They are time-consuming to plan, with school staff determining student needs, finding mentors in the community who match those needs, training mentors on both the needs of the student and the mentoring experience, and assessing the progress of both the student and the entire arrangement.
- Throughout the project, the program coordinator must be kept informed on the mentoring experience. Often, mentors do not realize how demanding the arrangement can be. Sometimes, they have different perceptions of what work the students are to do when they are on the job site. District staff might need to counsel not just students in this arrangement, but the mentors as well.
- Specific outcomes must be determined in advance so that both the mentor and the student understand what the parameters of the project include. Generally, students keep journals of their experience and review the current literature in the field in which they are working.

Concurrent Enrollment in Colleges and/or Universities

There are several forms of concurrent enrollment. More and more, community colleges, and some universities, are working with school districts to develop courses specifically for gifted high school students. The course might be offered at either the college or in the district. These courses often are tied to the essential elements included in Chapter 75, and may include students from several districts. The community college and the school district both give credit to the student for the course he/she is taking. Another form of concurrent enrollment occurs when high school students in a district enroll in regular college courses, go to the college and attend classes with the college students, and are assigned a grade for the class and given college credit for their efforts. Some things to consider when using these arrangements follow.

- Requirements relating to high school credit for college courses are included as part of Chapter 75.167. Districts should carefully review this section before implementing this prototype.
- Approval to take college courses for high school credit toward state graduation requirements must be received from the high school principal or designated school official before the student enrolls in the class.
- College and university instructors may not have had training on the needs and characteristics of gifted students. Therefore, districts also should provide other activities that enable the gifted students to interact with one another.

High School Seminar Programs

Some education service centers offer monthly high school seminars as a cooperative project for the small school districts in their region. Teachers-of-record are appointed for each district and students are responsible for assignments related to the topic that is discussed or field trip that will be taken. Several things to consider when planning this option follow.

- It is important for gifted students to interact with other students of like ability. This option may offer students in small school districts their only opportunity to meet with other gifted students. By the same token, the teachers-of-record for these students have the opportunity to meet with others who are teaching the gifted and to participate in staff development activities that are planned in conjunction with the seminar.
- Extensive planning is necessary to ensure that the seminars are coordinated with the academic programs of the students. Teachers-of-record should meet with seminar planners and information about what students are doing during seminars should be shared with the students' other teachers.
- While this is one provision for gifted students, it should not be the entire program for gifted students as the seminars are held only once a month.

PRINCIPLES AND CRITERIA FOR PROGRAM ORGANIZATION

PRINCIPLE I: *Program organizational patterns that are developed to serve gifted/talented students are compatible with the district's philosophy, goals, and objectives and are described in the district plan and/or campus improvement plans.*

Criteria

- 1.1 Program organizational patterns accommodate both the cognitive and affective needs of the students served.
- 1.2 Program organizational patterns are selected on the basis of such considerations as student needs; the number of students affected; program goals, objectives, and learning expectancies; movement patterns required; personnel available; communication channels; and record keeping procedures.

PRINCIPLE II: *Program organizational patterns that are developed promote differentiated learning experiences for gifted/talented students.*

Criteria

- 2.1 Program organizational patterns provide opportunities for gifted students to work together as a group, to work with other students, and to work alone.
- 2.2 Program organizational patterns facilitate grouping of gifted students.
- 2.3 Program organizational patterns provide a minimum of two and one-half hours per week of differentiated instruction for those grades that have a full-day schedule.
- 2.4 Local board policies are developed that are consistent with State Board of Education rules on advanced placement examinations (19 TAC §75.172), credit by examination (19 TAC §75.166), credit for courses successfully completed in grades 7 and 8 (19 TAC §75.142), and high school credit for college courses—concurrent enrollment (19 TAC §75.167).

CURRICULUM DEVELOPMENT

As with any program, the curriculum for the gifted includes the content to be learned, the processes to facilitate the learning, and the products that result from the learning. Since gifted/talented students possess characteristics and needs that make them different from other students, their curriculum is differentiated from that of other students. Curriculum for the gifted involves the use of course content, methods, and materials beyond those practical or essential for other students at the same age and grade level. It must be determined where the students are and take them from that point to their maximum abilities. Differentiating the curriculum so that it is appropriate for the gifted implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. It is also important to have a curricular scope and sequence for the program so that students receive coordinated services from grade to grade with neither replication nor gaps in the instructional process. The scope and sequence acts as a guide for the teacher, offering a framework and serving as a departure point for the development of appropriate learning activities that assist students in meeting the program's student objectives.

Curriculum guides for the gifted program provide differentiated learning alternatives that promote cognitive and affective growth. These guides offer a combination of acceleration and enrichment for gifted students and differentiate the content to be learned, the processes to facilitate the learning, and the products that result from the learning. When developing the curriculum for the gifted program, it is helpful to keep in mind the *Principles of a Differentiated Curriculum for the Gifted* that were developed in 1977 by the Curriculum Council of the National/State Leadership Training Institute on the Gifted and the Talented (Kaplan, 1979, 5). Using these principles, which are included as Appendix F of this plan, curriculum writers in a district can differentiate the core curriculum to bring it into alignment with the needs of gifted/talented students. Following the guidelines improves the chances that students receive content, process, and product training that is truly differentiated rather than simply more of the same.

PRINCIPLES AND CRITERIA FOR CURRICULUM

PRINCIPLE I: *The curriculum for gifted/talented students is based on a strong theoretical foundation and is differentiated from the regular core curriculum.*

Criteria

- 1.1 Curriculum for the gifted is based on the characteristics and needs of gifted students.
- 1.2 Release time and resources are provided for curriculum development, and time is provided for regular classroom teachers and teachers of the gifted to coordinate their instruction.
- 1.3 Curriculum for the gifted extends, reinforces, and/or replaces the regular curriculum, though care must be taken to assure that gifted students have mastered the essential elements included in the core curriculum.
- 1.4 The program goals and student objectives are differentiated for gifted learners and will produce measurable outcomes.
- 1.5 Curriculum has a districtwide scope and sequence (K-12) for the content to be studied, the processes to be mastered, and the products to be generated.

PRINCIPLE II: *Curriculum for gifted/talented students includes provisions for differentiation of content.*

Criteria

- 2.1 Content is differentiated by encouraging students to move beyond merely factual information toward broader concepts and generalizations.
- 2.2 Differentiated content is achieved vertically by acceleration of knowledge and/or skills that correlate with the student's mental rather than chronological age, complement the student's interest, and/or satisfy the student's quest for advanced or complex information.
- 2.3 Differentiated content is achieved horizontally by providing for in-depth expansion of student knowledge.
- 2.4 Differentiated content is achieved by relating what is learned in one area of study to other areas and by crossing the boundaries of different disciplines to promote the application and transfer of learning.

- 2.5 Differentiated content is achieved by using multi-level resources that are varied and that are beyond those reserved or designated for the regular curriculum.
- 2.6 Differentiated content is achieved by allowing and encouraging students to pursue areas of interest in selected disciplines.

PRINCIPLE III: *Curriculum for gifted/talented students includes provisions for differentiation of processes.*

Criteria

- 3.1 Processes are differentiated by extending opportunities for students to develop critical thinking.
- 3.2 Processes are differentiated by extending training for students in creative and productive thinking.
- 3.3 Processes are differentiated by empowering students to conduct more extensive guided and independent research.

PRINCIPLE IV: *Curriculum for gifted/talented students includes provisions for differentiation of products.*

Criteria

- 4.1 Students develop complex products that provide evidence of the differentiated content and processes that have been acquired.
- 4.2 Students develop products that are often audience-targeted.
- 4.3 Students develop expertise in using new experiences, resources, and technology not ordinarily used in product development.
- 4.4 Students are encouraged to select the types of products they produce through analysis of their needs and interests.
- 4.5 Students develop skills necessary for assessing their own performance/products and those of their peers using student and/or teacher designed criteria.
- 4.6 Students learn to accept and use critical feedback in a productive manner.

PRINCIPLE V: *Curriculum for gifted/talented students includes provisions for affective growth.*

Criteria

- 5.1 Differentiated curriculum ensures the development of insights into one's strengths, weaknesses, interests, learning styles, and preferences.
- 5.2 Differentiated curriculum ensures understanding of the student's responsibilities in a complex and diverse society and as a gifted/talented individual.
- 5.3 Differentiated curriculum ensures opportunities for career and leadership assessment and training as well as appropriate followership roles.
- 5.4 Differentiated curriculum ensures opportunities to investigate the relationship between oneself and others.

PRINCIPLE VI: *The learning environment supports and enhances the differentiated curriculum for gifted students.*

Criteria

- 6.1 The learning environment nurtures the cognitive and affective development of gifted students.
- 6.2 Learning resources are both cost effective and consistent with the program goals and student objectives.
- 6.3 Materials and resources are differentiated in use or kind from those used in other options including general education, honors courses, and/or Advanced Placement courses.
- 6.4 District guidelines for evaluation of materials and resources for the gifted are established and used in selecting those appropriate for differentiated learning.

STAFF DEVELOPMENT

The local district is in the unique position of being able to identify the individual needs of professional educators as well as the program needs for gifted/talented education in the district and to mesh these into a comprehensive plan for staff development. To support this system, the district can call on resources including the staff of their own or other districts, the regional education service centers, colleges and universities, and the Texas Education Agency.

The need for staff development in gifted education in Texas schools cannot be overemphasized. Professional literature, experience, and observations of past and present practices indicate that in-depth staff development is extremely important for the following reasons:

- Program planning and implementation for gifted/talented students is a relatively new area of program development.
- Teacher preparation programs in gifted education at both the undergraduate and graduate levels of colleges and universities are very limited in number.
- Teachers of the gifted must be certified in the subject areas and levels in which they are assigned, but are not required to be certified in gifted education.
- Planning and implementing an instructional program for the gifted requires changes in attitudes, knowledge, and skills of school staff.

Quality program implementation demands that school districts provide comprehensive staff development. Education of the gifted/talented is not the exclusive domain of the specialist, but results from the cooperative efforts of all professionals who come into contact with gifted students. For example, administrators need training on program organization; teachers and instructional aides need training on instructional strategies and curriculum development; librarians need training on resource acquisition; and counselors need training on the affective needs of gifted students. Additionally, boards of trustees, parents, and the community need information and regular interactive communication about the gifted program. Training should be ongoing with a district assessing the needs of its staff and community on a regular basis. As often as possible, districts are encouraged to offer training for Advanced Academic Training (AAT) credit or for college credit with an institution of higher education that offers courses leading to the permissive endorsement in gifted/talented education.

PRINCIPLES AND CRITERIA FOR STAFF DEVELOPMENT

PRINCIPLE I: *Administrative and supervisory staff support gifted/talented education through providing the leadership and resources for effective staff development.*

Criteria

- 1.1 A climate conducive to acceptance of change and growth is created.
- 1.2 The need for an ongoing, in-depth, planned program for staff development in gifted/talented education is recognized.
- 1.3 All staff receive a general overview of gifted/talented education and an orientation regarding the district program, including student identification procedures.
- 1.4 All staff charged with direct responsibilities in program planning and operation receive in-depth training related to their assignment. Adequate staff development is needed by teachers before they are assigned to the program.
- 1.5 Adequate resources are provided specifically for comprehensive staff development in gifted/talented education and related areas.
- 1.6 Target audiences for training also include parents and community members.

PRINCIPLE II: *Staff development is ongoing and planned on the basis of data collected from needs assessments, program evaluations, and appraisals of teachers of the gifted.*

Criteria

- 2.1 The effectiveness of present instructional programs for gifted students is analyzed for use in determining staff development needs.
- 2.2 Teacher characteristics and competencies are considered in assessing staff development needs.
- 2.3 Staff are selected and trained to develop and implement differentiated curriculum.

PRINCIPLE III: *Objectives for staff development with appropriate activities and timelines for achieving them are outlined and written in clear and specific terms.*

Criteria

- 3.1 Staff of the gifted/talented program are involved in planning and conducting the activities.
- 3.2 The written plan for staff development includes the objectives, activities, roles represented, responsibilities, projected completion dates, and activity outcomes.
- 3.3 Follow-up strategies and activities are carefully planned and implemented.
- 3.4 Evaluation of the staff development activities is ongoing, and this information is used in making decisions regarding changes in program planning and operations.

PARENT/COMMUNITY INVOLVEMENT

If the gifted/talented program is to be successful, parents must be included as partners in the education of their children and should receive information related to program objectives and activities that can support the school process. Community support is equally important. Once informed of program needs and objectives, community members can offer resources and assistance that contribute to the program's success.

Ongoing communication with parents and community members is essential. Regularly scheduled meetings, seminars, conferences, open houses, news releases, bulletins, newsletters, displays, and exhibits of student products are some effective means of focusing on the goals, objectives, and accomplishments of the program. Colleges and universities, if apprised of a school district's needs, may share their time and facilities for mentorships and/or seminar classes.

Parent and community efforts can be more effective if activities are channeled through organized groups such as an advisory council or community volunteers. Schools should encourage and work with such groups who can offer support to the school and its programs.

PRINCIPLES AND CRITERIA FOR PARENT/COMMUNITY INVOLVEMENT

PRINCIPLE I: *Parents and community members are involved in the evaluation and planning process related to the gifted/talented program.*

Criteria

- 1.1 Parents and community members are informed about the education of gifted students through awareness level activities such as news releases, brochures, and meetings in order to develop a broad base of understanding and support.
- 1.2 Parents and community members are kept informed of district needs in relation to the program and about conditions and legislation that affect the education of gifted students.
- 1.3 Parents and community members are actively involved through participation on the planning committee and in program operation.
- 1.4 Parents and community members are encouraged to nominate students for the program.
- 1.5 Parents give written permission for students to participate in the program.
- 1.6 Products and achievements of gifted students are shared with the community, and program visitations are encouraged.
- 1.7 Activities involving parents and community are assessed periodically in order to determine both the degree and effectiveness of communication and involvement.

PRINCIPLE II: *Parents of gifted/talented students receive information about program development, their children's progress, and how they, as parents, can contribute to the program.*

Criteria

- 2.1 Parents receive information on the characteristics of gifted students, on other facets of gifted education, and on ways they can assist the district in planning and implementing the program.
- 2.2 Parents have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school.
- 2.3 Parents are encouraged to organize or join a group that shares information and supports gifted/talented education.

- 2.4 Parents have the opportunity to evaluate both the program's effectiveness and their children's progress.

PRINCIPLE III: The district regularly encourages community participation in the gifted/talented program.

Criteria

- 3.1 Liaison with community organizations is established and the use of community resources (retired community, foundations, universities, etc.) is evident.
- 3.2 A data bank of community resources is compiled for use by students, teachers, and parents.
- 3.3 Community volunteers are organized and given special orientation in working with gifted students.

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APPENDICES

APPENDIX A

CRITICAL INDICATORS OF QUALITY PERFORMANCE

Program improvement is effected by evaluating existing program services. The chart below offers suggestions of those indicators that may be examined to determine the effectiveness of current program practices.

Area of Assessment	Indicators to be Reviewed					
Identification	Board approved identification procedures	Included in board approved procedures: • transfer policy • appeals policy • exit policy	Five criteria including both objective and subjective measures	Identification/selection committee membership and dates of meetings	Percentage of students that are being served by grade level, ethnicity, and gender	Students with special needs identified for program
Program Organization	Provisions used to appropriately modify instruction for gifted students	Opportunities provided for G/T students to work with other G/T students, students not identified as G/T, and independently	Provisions for acceleration, enrichment, and guidance	Coordination of G/T staff and regular education staff	Other provisions for gifted students (Ex. FPS, OM, concurrent enrollment, and high school seminars)	
Curriculum	Program goals	K-12 scope and sequence	Content, process, and product differentiation	Student objectives	Activities for developing objectives	Resources, materials, and supplies
Staff Development	Staff development needs assessment	Five days provided prior to assignment in G/T program	Annual awareness sessions for all faculty, staff	Awareness sessions for community	Ongoing staff development based on identified local needs	
Parent/Community Involvement	Serve on local planning committee or advisory committee	Parent meetings	Encourage participation in local, state, and national organizations	Review of community involvement—activity or as resource personnel	Information disseminated concerning student progress in gifted program	Program visitation

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APPENDIX B

CHECKLISTS FOR PROGRAM PLANNING AND IMPROVEMENT

The checklists include suggested steps for district personnel to follow as they seek to plan and/or improve services for gifted children and youth. Although the actions in the checklists are not required, they can serve as guidelines for the development of exemplary programs.

CHECKLIST FOR EVALUATION AND PLANNING

- _____ 1. Designate a person and/or committee to develop the evaluation design, manage the evaluation process, and produce the evaluation report.
- _____ 2. Have the person and/or committee review the state plan and program guidelines, current research, literature on evaluation of programs for the gifted, and the district plan for program improvement.
- _____ 3. Identify program components for the annual evaluation. (That is, decide which elements are to be evaluated: identification procedures, program organization, curriculum development, staff development, parent/community involvement, and/or evaluation and planning.)
- _____ 4. Select or develop methods and instruments to use in the evaluation.
- _____ 5. Survey key groups such as teachers, students, administrators, other school staff, parents, and community members.
- _____ 6. Compile and analyze evaluation findings.
- _____ 7. Develop recommendations for program improvement based on evaluation findings.
- _____ 8. Report evaluation findings with recommendations for program revisions or expansions to administration and board of trustees for approval.
- _____ 9. Identify the components of the program to be evaluated next year.

CHECKLIST FOR STUDENT IDENTIFICATION

- _____ 1. Review current research and state guidelines on identification.
- _____ 2. Select identification committee composed of professionally qualified individuals.
- _____ 3. Review methods that most accurately and fairly measure the area(s) of giftedness to be addressed by the program.
- _____ 4. Select at least five criteria, including both objective and subjective measures, that will be used to screen and select students for the program.
- _____ 5. Develop an identification matrix, profile, or form to display student data.
- _____ 6. Develop district identification procedures with entry, exit, transfer, and appeals policies.
- _____ 7. Submit identification procedures to the district board of trustees for approval.
- _____ 8. Provide staff development on the characteristics of gifted/talented students and identification measures to all staff and solicit nominations of students.
- _____ 9. Inform the community of the program and solicit nominations from them.
- _____ 10. Inform parents of their child's nomination and secure permission for any special testing.
- _____ 11. Screen students who have been nominated.
- _____ 12. Review each nominated student's file, matrix, or profile and select the students for the program.
- _____ 13. Inform parents of identification results and obtain their permission for students to participate in the program.
- _____ 14. Inform school staff of students selected for the program.
- _____ 15. Provide, upon request, individual guidance and counseling on identification procedures and results to parents and students.
- _____ 16. Conduct awareness level sessions for the selected students and their parents.
- _____ 17. Evaluate identification procedures.
- _____ 18. Revise identification procedures, based on evaluation results, to allow for program improvement and growth.

CHECKLIST FOR PROGRAM ORGANIZATION

- _____ 1. Ask the planning committee members to review literature on program organizational patterns.
- _____ 2. Have the committee study any special programs currently in operation that serve students with advanced abilities.
- _____ 3. See that the committee surveys programs that serve other special populations for ideas on scheduling, staffing, and program costs.
- _____ 4. Make arrangements for committee members to visit programs in other districts that serve gifted/talented students.
- _____ 5. Ask the committee to study funding, staffing, and physical constraints of program options under consideration.
- _____ 6. Have the committee recommend alternatives that reflect program goals.
- _____ 7. Ask the committee to request evaluation of any alternative adopted in terms of helping to meet program goals and recommend modifications of the alternative as needed.

CHECKLIST FOR CURRICULUM DEVELOPMENT

- _____ 1. Review state plan and guidelines, district's philosophy of gifted/talented education, and program goals.
- _____ 2. Select staff.
- _____ 3. Review literature on differentiated curriculum, learning theory and models, teaching strategies, and learning activities appropriate for the gifted.
- _____ 4. Provide staff development on differentiating curriculum for gifted students for all teachers who will be involved in the program.
- _____ 5. Select curriculum models and teaching strategies.
- _____ 6. Develop a scope and sequence for grades K-12.
- _____ 7. Develop student objectives and activities.
- _____ 8. Use established criteria to select instructional materials.
- _____ 9. Implement the differentiated curriculum.
- _____ 10. Obtain the services of school staff, parents, and community members as mentors and to provide ideas for curriculum.
- _____ 11. Schedule time and provide resources for teachers of the gifted to work together to develop or adjust the curriculum and to plan cooperatively with regular classroom teachers.
- _____ 12. Evaluate achievement of student objectives.
- _____ 13. Refine and expand existing curriculum.
- _____ 14. Provide ongoing staff development in curriculum development and instructional strategies for the gifted.
- _____ 15. Develop new curriculum and refine scope and sequence as needed.

CHECKLIST FOR STAFF DEVELOPMENT

- _____ 1. Review state plan and guidelines, district's long-range plan for the education of the gifted/talented, and the district's philosophy of staff development.
- _____ 2. Survey and determine district's strengths and weaknesses in gifted/talented education through a needs assessment.
- _____ 3. Budget necessary time and finances for staff development.
- _____ 4. Develop professional library.
- _____ 5. Conduct awareness sessions for all staff concerning the definition and characteristics of gifted/talented students and the need for the program.
- _____ 6. Determine appropriate teacher characteristics and procedures for selection of the staff.
- _____ 7. Select teachers for the gifted/talented program.
- _____ 8. Make provisions for new teachers in the gifted/talented program to have a minimum of five days staff development.
- _____ 9. Conduct session with entire staff on goals and objectives of the program and on the identification process to include nominations, teacher checklists and rating scales, and notification of final selection.
- _____ 10. Encourage staff to provide information, ideas, and expertise for program improvement.
- _____ 11. Involve staff in evaluation of program and student objectives.
- _____ 12. Evaluate success of staff development.
- _____ 13. Expand and refine training of staff.
- _____ 14. Provide in-depth staff development for new staff.

CHECKLIST FOR PARENT/COMMUNITY INVOLVEMENT

- _____ 1. Include parents and interested community members on gifted/talented planning committee.
- _____ 2. Provide an overview of the program to parents and community.
- _____ 3. Provide information on identification criteria and solicit nominations from parents and community.
- _____ 4. Conduct an orientation session for parents of students selected for the program.
- _____ 5. Distribute community resources survey and develop a file on community resources and available mentors for the gifted.
- _____ 6. Invite parents and community members to visit the program and inform them of the students' products and accomplishments and of the growth of the program.
- _____ 7. Inform parents of their children's progress in the program through newsletters, meetings, conferences, etc.
- _____ 8. Attend sessions of parent/community organizations supportive of gifted/talented education.
- _____ 9. Encourage parents and community members to keep school board members and legislators informed of the program's progress.
- _____ 10. Evaluate parent/community involvement in the program.

APPENDIX C

THE IDENTIFICATION PROCESS

PLANNING STAGE

The following activities should take place prior to implementing the identification process:

- Appoint an identification committee that will be responsible for carrying out the identification process.
- Develop an action plan for identification, including a sequence of activities to be undertaken to implement the identification process. (This can be a part of the district's long-range plan or a program improvement plan.)
- Determine the area(s) of giftedness to be addressed by the program and for which students will be selected.
- Develop the program goals.
- Determine the content area(s) that will be the focus of the program.
- Decide on ways that educators, parents, students, and community members will be involved in the identification process.
- Select a minimum of five measures, including both objective and subjective indicators, that will be used in the process.
- Determine resources needed for identification and their costs.
- Determine procedures that will be taken to assure that the population of the gifted program reflects that of the district at large.
- Determine method of compiling data that will be used.
- Develop provisions to be made for handling transfer students, an appeals policy, and exiting procedures.
- Secure approval by the school district board of trustees for the identification process.
- Seek understanding, active support, and involvement of the following groups: board of trustees, administrators, faculty, parents, community members, and students.

NOMINATION STAGE

The purpose of the nomination stage is to be certain that all students who might benefit from program services are given careful consideration by the identification committee. Ideally, at kindergarten and first grade, all students would be considered for screening. Nominations may be obtained from any person familiar with the student's abilities, potential, performance, and/or past records. Because the

support of teachers and parents is critical to the success and acceptance of any gifted/talented program, it is strongly recommended that they be asked to submit nominations. The following people may be surveyed to obtain nominations:

- TEACHERS who have, or have had, the student in class.
- PARENTS, both to nominate their own children and others they know.
- STUDENTS, both to nominate themselves and their peers.
- PSYCHOLOGISTS AND COUNSELORS who have had close personal contact with, and knowledge of, the student.
- LIBRARIANS who have had close personal contact with, and knowledge of, the student.
- ADMINISTRATORS who have had close personal contact with, and knowledge of, the student.
- OTHER PERSONS who may have relevant data to contribute on a particular student.
- COMMUNITY MEMBERS who may nominate students on the basis of personal knowledge of their abilities and interests and evaluate the students' product or performance (e.g., Boy Scout/Girl Scout leaders, 4-H leaders, etc.).

Additional methods of obtaining nominations to add to those received from persons listed above include:

- Consider all students who score above some specific score on a standardized achievement test and/or on a test of general ability, such as a group administered IQ or aptitude test. Exact cut-off scores will vary with the kind of giftedness being identified, the kind of program being offered, and the population. Choice of tests or subtests to consider should be consistent with the areas of giftedness for which the program is designed. CAUTION: THIS DOES NOT MEAN THAT A STUDENT MUST SCORE AT THE SELECTED CUT-OFF TO BE INCLUDED IN THE PROGRAM; RATHER, THIS IS AN ADDITIONAL METHOD OF OBTAINING A NOMINATION.
- Consider students whose grades in subjects related to or prerequisite for the program being offered indicate high performance or interest in the subject matter.
- Consider students whose creativity or outstanding products in program related areas indicate high potential or interest in the gifted/talented program.
- Consider students of various ethnic groups in the school population. Methods to insure that culturally different students are placed in the nomination pool should be examined and used.
- Consider economically disadvantaged students for inclusion in the nomination pool.
- Consider students whose handicaps would not preclude their participation in the program, but for whom special assessment may be needed.

SCREENING STAGE

The purpose of the screening stage is to gather data related to the criteria used for selection of students. Screening procedures must consider all students who have been nominated for the program. If psychological tests are to be administered, written consent must be obtained from parents first. All information collected on students during the screening process should be in conformity with legal standards regarding the rights of privacy of the individual. A file for collecting screening data should be established for students in the nomination pool and should be maintained by a professional educator who can assure confidentiality while making the information available to those who need to use it for educational purposes.

The information gathered during the screening stage may be compiled for review in a variety of ways. Some districts plot the information on a matrix or student profile. Other districts use lists of criteria and simply indicate the student scores to determine if they are above or below district-determined cut-off points. If district-determined cut-off points are used, remember that students are not automatically excluded from the program if they do not meet the cut-off on one of the five criteria.

SELECTION STAGE

After all of the information has been gathered, the identification committee reviews the data on each student and determines who will most likely benefit from the educational setting provided by the gifted program. It is recommended that, in the interest of fairness, neither parents nor community leaders be included in final selection decisions unless they are also school district personnel. During the committee process, students should be identified by number rather than by name. The committee will have to decide on those students who do not meet district cut-offs, but who, in the professional opinion of the committee members, should be included in the program. To assure that students of all racial and ethnic minorities are included in the program, it is important for the district to include professionals who can act as advocates for these students on the identification committee.

Two kinds of information should be considered for each student in the final selection process: (1) the student's need for the educational experiences planned for the program or service being offered; (2) the degree to which the student, in the opinion of the identification committee, will benefit from the program or service being offered.

APPENDIX D
EXAMPLES OF CRITERIA TO SELECT STUDENTS FOR
PROGRAMS FOR THE GIFTED/TALENTED

GENERAL INTELLECTUAL ABILITY*

1. Individually administered abilities test scores.
2. Achievement/readiness test scores.
3. Teacher ratings (checklists related specifically to general intellectual ability).
4. Parent input (specific checklists and/or interviews).
5. Peer input (specific checklists and/or interviews).
6. Student input (interviews and/or pupil inventories).
7. Student portfolio or review of other student products.
8. Review of student activities, awards, honors, or performance.
9. Grade point average in academic subjects (averages for the past three years if possible).
10. Other group abilities test information.

SPECIFIC SUBJECT MATTER APTITUDE

1. Sub-test scores of abilities tests.
2. Specific subject matter achievement test scores.
3. Teacher ratings.
4. Parent input.
5. Peer input.
6. Student input (interviews and/or pupil inventories).
7. Student products, performance, awards, or honors in a specific area.
8. Individual subject matter grades for previous years.

* These areas of ability are most appropriate for young children in kindergarten through grade two. When selecting the criteria for identification, less emphasis should be placed on group standardized test scores at this level.

CREATIVE AND PRODUCTIVE THINKING ABILITY*

1. Tests of creativity.
2. Teacher input (checklists relating specifically to creativity or productive thinking).
3. Parent input (specific checklists and/or interviews).
4. Peer input (specific checklists).
5. Student portfolio or other student product(s) and/or performance(s).
6. Locally constructed activity showing abilities in creative/productive thinking (fluency, flexibility, originality, elaboration).
7. Community input.

LEADERSHIP ABILITY*

1. Teacher input (checklists relating specifically to leadership).
2. Parent input (specific checklists or interviews dealing with creative problem solving, decision making skills, communication skills, working under pressure, high sense of moral responsibility).
3. Peer input (specific checklists).
4. Student input (interviews dealing with same items as parent interviews or pupil inventories).
5. Community recommendations (completed checklist from a source where a student has shown leadership potential or performance).
6. Creation of an atmosphere or situation where leadership will emerge.
7. Situational testing.
8. Sociometric instruments.
9. Leadership inventories.

*These areas of ability are most appropriate for young children in kindergarten through grade two. When selecting the criteria for identification, less emphasis should be placed on group standardized test scores at this level.

APPENDIX E

PRESCHOOL/PRIMARY PROGRAM DESIGNS

Program Designs*	Items to Consider in Making the Design Applicable to Preschool/Primary Gifted Students
Cluster grouping in the regular classroom	• Identifying a number of gifted students to form a cluster while still allowing for heterogeneity when appropriate. • Ensuring that the cluster grouping pattern is flexible rather than fixed or that gifted students do not remain in a separate group that bars others from it. • Scheduling learning experiences that are teacher-directed for large and small groups as well as encouraging small group and independent investigations. • Integrating gifted and non-gifted students on the basis of needs, interests, and abilities.
Special day or full-time classes for the gifted	• Acknowledging that merely grouping gifted students together is insufficient to create a quality program. • Defining learning opportunities to enable the gifted to interact with non-gifted peers for some extra-classroom experiences. • Balancing the learning experiences between basic or general and specific or differentiated curricula.
Pull-out programs	• Determining that it is more productive to schedule larger blocks of time less frequently than smaller blocks of time more frequently for students to meet. This pertains to the loss of actual instructional time when young students move from class to class. • Considering a means of shared planning and communication between the regular classroom and pull-out teachers. • Ensuring that the curriculum is differentiated and appropriately planned to meet the needs of gifted students.

Prepared by Dr. Sandra Kaplan for the Texas Education Agency

*This chart reflects the most common program designs. Other designs may be selected.

APPENDIX F
**PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE
GIFTED/TALENTED**

- Present content that is related to broad-based issues, themes, or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related, and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum
- Encourage the development of products that challenge existing ideas and produce "new" ideas
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

National/State Leadership Training Institute on the Gifted and the Talented. Developed by the Curriculum Council (James J. Gallagher, Sandra N. Kaplan, A. Harry Passow, Joseph S. Renzulli, Irving S. Sato, Dorothy Sisk, Janice Wickless).

APPENDIX G

EXAMPLES OF DIFFERENTIATED STUDENT OBJECTIVES

Specific essential elements have been selected to show examples of differentiated student objectives. Differentiated objectives may be developed for essential elements in any content area and essential elements from two or more areas may be combined to reflect interdisciplinary studies.

Principle II of Curriculum Development in *The Texas State Plan and Guidelines for the Education of the Gifted/Talented* refers to differentiation of content. The two specific examples below indicate how content may be differentiated for gifted students.

- 2.1 Content is differentiated by encouraging students to move beyond merely factual information toward broader concepts and generalizations.

Example: Using broad concepts or generalizations

Essential Element

The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to state generalizations about similarities and differences among objects, organisms, and events (Science—Grade 2—§75.25(c)(6)(B)).

Sample Student Objective in Core Curriculum

The student will explain how the honey bee uses its environment.

Sample Differentiated Student Objective for the Gifted

The student will demonstrate an understanding of how change can be positive or negative by showing how animals have adapted to changes in their environment.

- 2.2 Differentiated content is achieved vertically by acceleration of knowledge and/or skills that correlate with the students' mental rather than chronological age, complement the students' interest, and/or satisfy their quest for advanced or complex information.

Example: Using advanced or complex information

Essential Element

The use of skills in acquiring data through the senses. The student shall be provided opportunities to examine geological, star, and weather maps (Earth Science—§75.44(B)(2)(B)).

Sample Student Objective in Core Curriculum

The student will write a report describing a known planet and its relationship to other planets.

Sample Differentiated Student Objective for the Gifted

The student will investigate through an analysis of current findings in scientific journals the concept of a tenth planet, then share the findings in an oral presentation that will be judged by previously set criteria.

Principle III of Curriculum Development in *The Texas State Plan and Guidelines for the Education of the Gifted/Talented* refers to differentiation of processes. The example below shows how processes may be differentiated for gifted students. As in the examples above, a specific essential element has been selected. The same process skill used in the example below may be differentiated in other essential elements in any content area.

- 3.3 Processes are differentiated by empowering students to conduct more extensive guided and independent research.

Example: Gathering data

Essential Element

Historical data about Texas, the United States, and the world. The student shall be provided opportunities to know significant American leaders and their contributions to American history (Social Studies—Grade 5—§75.29(f)(3)(B)).

Sample Student Objective in Core Curriculum

The student will study the lives of famous people through explanatory narratives such as those found in textbooks or biographies.

Sample Differentiated Student Objective for the Gifted

The student will develop a visual documentary of the life of a famous person after reading periodicals, original diaries and other original documents, and using other primary sources (e.g., the person's works of art, writings, etc.).

Principle IV of Curriculum Development in *The Texas State Plan and Guidelines for the Education of the Gifted/Talented* refers to differentiation of products. Principle V refers to provisions for affective growth. The example below shows how products may be differentiated and how provisions may be made for affective growth. As in the examples above, a specific essential element has been selected. The same skills may be differentiated in other essential elements in any content area.

- 4.5 Students develop skills necessary for assessing their own performances/products and those of their peers using student and/or teacher designed criteria.

- 5.4 Differentiated curriculum ensures opportunities to investigate the relationship between oneself and others.

Example: Group dynamics

Essential Element

Interaction of physical and cultural environments. The student shall be provided opportunities to examine the uses, abuses, and preservation of natural resources around the world (World Geography—high school—§75.68(d)(3)(D)).

Sample Student Objective in Core Curriculum

The student will identify the natural resources of a particular country, describe the ways in which they are being used in the country, how they are being abused, and what is being done to preserve them.

Sample Differentiated Student Objective for the Gifted

The students will participate in a group project to investigate uses, abuses, and preservation of natural resources around the world. After participating in a round table discussion as a final group project, the students will evaluate the dynamics of the group and consider ways in which the process could have been improved.

APPENDIX H

ADVANCED PLACEMENT AND EDUCATION FOR THE GIFTED IN TEXAS

Section 75.172 of the Texas Administrative Code contains provisions for placing students in grade levels or subject areas that are above what would normally be expected in relation to the student's chronological age. These provisions, relating to advanced placement, should not be confused with the Advanced Placement (AP) Program sponsored by the College Board. While the Texas advanced placement program is applicable at any age or grade, the College Board AP program, which offers students the opportunity to receive college credit through an examination process, is usually confined to the later secondary school years. A short explanation of each program, as well as other programs that may be used to advance students more rapidly through the curricular continuum, follows. Also, information is provided on the relationship that these programs have to local district programs for gifted students.

The Texas advanced placement program accelerates students through school based on the following indicators.

- Students score at or above the 90th percentile in language arts and mathematics and in either science or social studies on a state approved achievement test. The 90th percentile must be at the grade level for which the advanced placement decision is to be made. As an example, to place out of the fourth grade, a current third grader must obtain a score equivalent to the 90th percentile for a fourth grader. Most achievement tests have out-of-level scoring procedures.
- Students score a minimum of 70 in language arts and mathematics and in either science or social studies on a locally selected or developed test to determine mastery of the essential elements. Districts are required to offer the advanced placement examinations at least once a year. As in the previous criterion, the score of 70 or above must be at the grade level for which the advanced placement decision is to be made.
- In grades one through five, district and parental approval is required before students can be placed at a higher grade level. Above the fifth grade, Board rule does not require either district or parental approval.

If advanced placement is used the following points should be considered: the student's aptitude as measured on an individual IQ test; the general aptitude level of the grade to which the student would be advanced; the student's emotional and social maturity; the general health of the child; and the expectations and support offered by the child's family. In all cases, it is recommended that monitoring of the student's program be provided, and placement should be reviewed to assure that the child's needs are being met.

The College Board Advanced Placement Program is a nationally recognized program that enables students to take advanced level courses in high school that can lead to college credit. Toward the end of the school year, students who enroll in AP classes may take an AP examination. Scores on the test range from a high of five to a low of one. Students who score a three, four, or a five on the test

receive college credit for their efforts and, in effect, place out of many introductory college courses. Although students may take the AP examination without taking the high school course, it is not generally recommended. Currently, AP examinations are affected in 29 areas that represent such subjects as Latin, Spanish, calculus, American and European History, biology, and art. In 1989, 11,832 Texas students in approximately 160 districts took 17,813 examinations. Of those examinations, 12,102 received scores of three or better.

Students identified as gifted may be served either through acceleration, enrichment, or a combination of both. When they are served through acceleration alone, they simply move up a grade or course, thereby accelerating the level of instruction. Examples of acceleration include early entrance to school, grade skipping, eighth grade algebra, dual enrollment, College Board Advanced Placement, and early entrance to higher education.

Chapter 75 also includes provisions for acceleration besides the advanced placement program. If districts choose to include these options as part of their program for students, they must adopt policies for them. Examples include:

- Credit for correspondence courses (§75.163). State Board Rule permits students to use this option for up to two units required by the state for graduation. The correspondence courses must be offered by institutions approved by the commissioner of education. Correspondence courses must include the essential elements required by Chapter 75 for the course.
- High school credit for college courses (§75.167). To use this option, a student must have the approval of the high school principal or the district-designated official. The course must provide advanced academic instruction beyond or in greater depth than the essential elements required by rule.

Those who advocate acceleration of students note that this method gives students credit for their advanced academic abilities by enabling them to move through the educational system at a faster rate than their peers. It tends to place students with their academic, rather than their chronological, peers. However, there are concerns regarding acceleration. Many claim that, while students move through the system faster, their intellectual needs still are not being met because no curricular differentiation is taking place. Further, a program that provides only advanced placement or other forms of acceleration can not provide for the affective needs of the students—needs that become increasingly important when a student reaches the middle and high school level.

As an alternative to acceleration, districts may serve gifted students through enrichment, which generally modifies the curriculum horizontally, and enables students to delve deeper into content offered at a particular grade level. Like acceleration, enrichment offers more advanced content than would normally be found in classes. It also offers students the opportunity for process skills development (such as those related to research or critical thinking) and to develop more sophisticated products than those that they ordinarily might do. Examples of enrichment include independent study projects developed either in-class or in resource rooms, special classes or schools, multi-aged grouping for specific subject matter courses, and cluster grouping in the regular classroom. At the high school level, many Texas districts are providing enrichment through experimental courses, developed in accordance with §75.164. These courses are developed to enable students to master content, skills, and competencies not included in the essential elements. State Board rule stipulates that districts must demonstrate that the courses proposed are academically rigorous and are designed to address specific student needs.

APPENDIX I
CRITERIA FOR THE SELECTION OF
MATERIALS FOR THE GIFTED/TALENTED

1. Supports goals/objectives of the program.
 - a. Contributes to total educational experience of child.
 - b. Justifies cost in terms of achievement.
2. Provides outstanding suggestions and guides for teachers.
 - a. Serves as resource for basic background in specific content area.
 - b. Suggests a variety of ways material may be used in the learning process.
3. Contains a variety of ways in which students can use materials effectively on their own.
 - a. Minimizes teacher's role.
 - b. Provides students with multiple learning sources.
4. Offers opportunities for exploration.
 - a. Examines various alternatives in a given area.
 - b. Stimulates interest and piques curiosity.
 - c. Motivates students to further exploration.
5. Emphasizes interdisciplinary or multi-disciplinary approaches to learning.
 - a. Bases content on basic skills and/or concepts.
 - b. Focuses on universal issues.
6. Fosters creative interaction between learner and material, learner and teacher, and/or learner and learner.
7. Allows open-ended learning experiences.
 - a. Allows for multi-level learning experiences.
 - b. Appeals to varied learning styles.
 - c. Provides for differentiated learning alternatives.
 - d. Stimulates and enhances the student's aesthetic appreciation.
8. Provides bridges for gifted/talented students to become producers as well as consumers.
 - a. Helps students to identify processes for student production.
 - b. Encourages use of processes in investigation of real problems.

APPENDIX J PLANNING STAFF DEVELOPMENT

The chart below is designed to provide an overview of the district's annual staff development program in gifted education. It also can be used to verify inservice requirements implemented to comply with §89.55(a)(2)(3) of the Texas Administrative Code. The sample on the next page is completed for an imaginary district.

Topics	Classroom Teacher	Teacher of the Gifted	Administrators	Principals	Counselors	Librarians	Parents	For College Credit	AAT Credit	Date(s), Time(s), Location(s) of Session(s) or Class(es)
Overview of Gifted Program										
Characteristics of the Gifted										
1. General Overview										
2. Psychosocial Implications										
3. Other:										
Identification Procedures										
1. District Procedures										
2. Teacher Nomination/Recommendation Forms										
3. Other:										
Differentiating Curriculum										
1. In the Regular Classroom										
2. In the Gifted Classroom										
The Affective Needs of the Gifted										
Parenting the Gifted Child										
Other:										

Five days of training for new staff of G/T program: _____

Developed by the Texas Education Agency

PLANNING STAFF DEVELOPMENT

The chart below is designed to provide an overview of the district's annual staff development program in gifted education. It also can be used to verify inservice requirements implemented to comply with §89.55(a)(2)(3) of the Texas Administrative Code.

Topics	Classroom Teacher	Teacher of the Gifted	Administrators	Principals	Counselors	Librarians	Parents	For College Credit	AAT Credit	Date(s), Time(s), Location(s) of Session(s) or Class(es)
Overview of Gifted Program	✓	✓	✓	✓	✓	✓				For new staff - Washington Elem. 9:00 - 10:30, 8/24
Characteristics of the Gifted	✓	✓	✓	✓	✓	✓				For new staff, Washington Elem. 10:30 - noon, 8/24
1. General Overview	✓	✓	✓	✓	✓	✓				
2. Psychosocial Implications										
3. Other:										
Identification Procedures										Procedures in all-district newsletter
1. District Procedures	✓	✓	✓	✓	✓	✓				Q & A session part of overview presentation.
2. Teacher Nomination/Recommendation Forms	✓			✓	✓					G/T teacher of each school will do session as part of opening inservice
3. Other:	✓	✓						✓	✓	Texas Univ. 6-9 p.m. Mon. - other staff may sign up reg. for G/T teachers G/T Coord. presents on Sat., 8/29 8-9 Left High
Differentiating Curriculum										G/T Coord. presents 2-day wkshop 10/1 and 10/7, 8:30 - 3:30 for elem. } Ta Ft 11/3 and 11/10, 8:30 - 3:30 for secondary } High
1. In the Regular Classroom										TI-IN - Saturday, Jan 11
2. In the Gifted Classroom										Ms. Hines presents 3 hour session 8/24, 8:30 - 11:30
The Affective Needs of the Gifted										Opening parent session 7:30 p.m. Wed. 9/14
Parenting the Gifted Child										11/9-11: Dallas, TX
Other: (1) TAGT Conference	✓			✓	✓					G/T Coord., faculty meeting 9/14
(2) Non-traditional assessment	✓	✓								TX Univ. - 6-9 p.m. Thurs. other staff may sign up Reg. for G/T teachers
* (3) Differentiation of Curriculum		✓						✓		Notify staff of opportunities.
	✓	✓	✓	✓	✓	✓	✓			

Five days of training for new staff of G/T program: 8/29, 9/14, 10/1 & 10/7 or 11/3 and 11/10

Developed by the Texas Education Agency

APPENDIX K

COMPETENCIES OF SUCCESSFUL TEACHERS OF THE GIFTED

- I. EXHIBITS AN UNDERSTANDING OF THE GENERAL CHARACTERISTICS OF ALL GIFTED STUDENTS AND THE SPECIFIC CHARACTERISTICS OF EACH GIFTED CHILD.
 - A. Interprets identification data to diagnose student's needs, interests, and abilities.
 - B. Develops realistic expectations for the gifted with respect to personal, parental, and community concerns and standards.
 - C. Attends to the academic and social differences resulting from the student's cultural and economic backgrounds.
 - D. Identifies expectations for teaching and learning in relationship to the chronological, social, mental, and developmental ages of the students.

- II. DEMONSTRATES KNOWLEDGE OF CURRICULUM DEVELOPMENT, IMPLEMENTATION, AND INSTRUCTIONAL STRATEGIES APPROPRIATE FOR GIFTED STUDENTS.
 - A. Selects appropriate program objectives, environment, and resources.
 - B. Uses appropriate and varied instructional materials and tools that acknowledge individual and group differences and needs.
 - C. Designs a new curricular plan responsive to the collective as well as individual needs, interests, abilities, and learning styles of gifted students.
 - D. Evaluates the outcomes of teaching and learning using appropriate and varied techniques.
 - E. Integrates the essential elements of the basic curriculum with those of a differentiated curriculum.
 - F. Differentiates between the purposes and functions of various curricular, program, and instructional models.
 - G. Uses various grouping practices to instruct.
 - H. Develops an environment that encourages student involvement by initiating opportunities for teacher/student shared decision-making and facilitating independence of thought and individuality through problem solving, creative thinking, logic, and critical analysis.

- III. FUNCTIONS AS AN EDUCATOR AND TRAINER OF EDUCATORS AND PARENTS.
 - A. Communicates effectively in oral and written forms regarding the nature and needs of gifted students.
 - B. Demonstrates leadership skills.
 - C. Exhibits organizational skills.
 - D. Evaluates appropriately self, situations, and colleagues.
 - E. Serves as model for gifted students.
 - F. Accepts the role of an advocate for gifted education and students.

Developed by the Texas Education Agency Chapter II ECIA project, the Institutes for Teachers of the Young Disadvantaged Gifted (1986-88).

APPENDIX L

ORGANIZING A LOCAL ASSOCIATION OF PARENTS AND EDUCATORS FOR THE GIFTED/TALENTED

By Laura Allard

Local parent associations are essential to the continued success and expansion of appropriate education of gifted students throughout the State of Texas. Such organizations offer invaluable assistance for educational programs that serve the unique learning needs of the gifted/talented (G/T). The following steps present a procedure or outline for developing local groups at the district level.

They are designed to provide guidelines and direction for an association's efforts. The unique needs of the local district will define the process for the establishment of an association for the gifted/talented. Dedicated educators and concerned parents want appropriate educational experiences of high quality for gifted students. They support effective procedures and programs that enhance the learning environment. Educators and parents working together can request and assure adequate funding necessary to support excellent programming for all the students in Texas, including the gifted/talented.

PRELIMINARY ACTIVITIES

- Invite a small group of interested parents and educators to meet and form a steering committee.
- Take time to establish good rapport among the participants.
- Elect a temporary chairperson and a secretary/treasurer for the group.
- Discuss what is happening in your schools for the gifted.
- Establish why there is a need for an association.
- Review the implications of the 1990-1991 mandate for G/T programs at all grade levels as well as current literature in the field of gifted education.
- Visit and investigate other G/T associations, if possible, seeking information and direction. Ask to be added to their mailing lists to receive their newsletters with the understanding that your association will reciprocate.
- Invite the Regional Representative, who is a member of the Texas Association for the Gifted and Talented Executive Board, to attend a scheduled meeting of your steering committee and membership to share additional information concerning gifted education.
- Request permission as a support group to meet in a school facility.
- Establish initial association goals and objectives as a support group for G/T education in your district.
- Avoid any adversarial relationship among the district, school, community, and parents.

ORGANIZING ACTIVITIES

- Develop by-laws. Keep them simple. If possible, secure copies of those from other G/T associations to use as guidelines.
- Incorporate as a non-profit organization, with the assistance of a local attorney, if needed.

- Consider budget needs in order to establish membership dues. Funds need to cover costs of printing, postage, and a bulk mailing permit. Later, additional funds will be required as the association's support activities increase.
- Elect officers for the executive board.

ACTION ITEMS

- Establish a schedule of executive board meetings.
- Establish a realistic number of membership meetings that accommodate the busy schedules of the participants.
- Provide information to membership on parenting techniques and understanding the gifted child.
- Publish an association newsletter to inform the membership on a regular basis of pertinent legislative activity, conferences, educational opportunities, research, and literature related to gifted education.
- Affiliate with the Texas Association for the Gifted and Talented (TAGT) by writing or calling the TAGT office in Austin, Texas, for information and procedures.
- Organize and support appropriate enrichment programs for G/T students in the summers and/or on Saturdays.
- Assist in the district's acquisition of more comprehensive resource/library/laboratory materials, books, and equipment.
- Attend Texas Education Agency and TAGT conferences devoted to the special needs of the gifted.
- Develop a directory composed of address information of the membership and other important addresses of local, state, and national resources.
- Establish a scholarship fund to help G/T students, their parents, and teachers participate in additional enrichment activities over and above the district program offerings.
- Work with administrators and members of the school board to seek and demonstrate support in the community for the district's educational programs and services that address the diverse and special learning needs of all students, including the gifted.
- Provide information and direction to your district members of the Legislature and State Board of Education concerning the current status of the district's program offerings for the gifted. Indicate appreciation to the legislators and board members for their support of these programs.

GLOSSARY

Area of Giftedness

the particular ability in which a student excels or has the potential to excel

Creative and Productive

possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

General Intellectual Ability

possessing superior intelligence, with potential or demonstrated achievement in several fields of study; ability to perform complex mental tasks

Leadership Ability

possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government

Specific Subject Matter Aptitude

possessing superior ability or potential in a specific course of study such as science, mathematics, language arts, or social studies

Content

refers to what is being taught, e.g., subject matter, facts, body of knowledge, a particular academic discipline

Curriculum

an organization of learning/teaching activities designed to attain specific student objectives that is both comprehensive and coordinated

Differentiated Curriculum

modification of student goals, objectives, instructional strategies, and learning experiences to match the needs, abilities, and interests of gifted students

Process

refers to the way or means by which content is to be learned; it may refer to thinking skills utilized in the learning experience

Product

the outcome, the response, or the change that occurs in the learner as a result of instruction; i.e., the evidence that learning has occurred

Program Goals	statements related to student development that are expressed in global terms and indicate a long-range outcome that students are intended to attain
Program Objectives	measurable statements that indicate the direction and intent of program components such as identification, staff development, and evaluation; process objectives
Program Prototype	administrative methods and procedures to organize the delivery of instructional strategies and learning experiences adapted to the unique needs and interests of gifted/talented students
Scope and Sequence	the range and order in which curriculum is developed and presented
Student Objectives	statements of measurable learner expectations around which the curriculum and associated activities are based; specific statements designed to measure student progress in attaining a goal; statements of expected student outcomes with specific performance criteria and measurement strategies

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



TEXAS EDUCATION AGENCY
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